

/eek.	Mathematical aspect	Non-negotiable end	Non-negotiable end points	Curriculum statements – Year 4.	
		points Year 4.	Year 5.		
1.	Number and place value: properties of place value, decimals.	Knows the properties of place value for four- digit numbers. Knows the rules of rounding.	Knows how to read and write numbers with up to 7 digits using the comma separator. Knows decimal notation and the language associated with it for up to three decimal places.	<ul> <li>To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li> <li>To identify, represent and estimate numbers using different representations.</li> <li>To order and compare numbers beyond 1000.</li> <li>To round any number to the nearest 10, 100 or 1000.</li> <li>To count in multiples of 6, 7, 9, 25, 1000.</li> <li>To find 1000 more or less than a given number.</li> </ul>	<ul> <li>To read, write</li> <li>1,000,000 and</li> <li>To count forv</li> <li>any given numb</li> </ul>
esources and	policy documents:		1		Match the diagram to
Positional	Multiplicative 3 2 6 1 3 1 7 3 x 1,000,000 2 x 100,000 6 x 1,000 3 x 100 1 x 1,00 7 x 1 d thirty-three thousand, four hundred and			1       1       1       1       1         1       1       1       1       1       1         1       1       1       1       1       1         1       1       1       1       1       1       1         1	4,005 Which diagram is the o
				Arrange the given digits to make a number that meets the given criteria.	<u> </u>
Five million, one hundred a and two	rd ninety-four thousand, eight hundred			Between 3000 and 3500: 2, 9, 3, 4 TH H T O	Eva has the follo H She adds 4 cour What is her new
2.	Addition and Subtraction: mental methods	Knows efficient methods for addition and subtraction up to and including four- digit numbers.	Knows efficient mental methods for addition and subtraction.	<ul> <li>To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.</li> <li>To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul> <li>To add and su</li> <li>To add and su</li> <li>To add and su</li> <li>large numbers.</li> <li>To solve addi contexts, decid why.</li> </ul>
esources and 3 0.7 2.0 1.7 + 0.55	policy documents: 2 0.05 2.2 2.25 = 2.25			Using number facts Number bonds to 100 and to the next multiple of 100 e.g. $288 + 12 = 300$ e.g. $1353 + 47 = 1400$ e.g. $463 + 37 = 500$ 7  30 400  463  500	6 2 2 2 3 6 4 5 1
	/eek.         1.         esources and         original         Image: second	Yeek.       Mathematical aspect         1.       Number and place value: properties of place value, decimals.         esources and policy documents:         Image: sources and policy documents:         Image: source in words         Ore millen, six hundred and thirty-three thousand, four hundred and figs         For millen, six hundred and minety/our thousand, eight hundred         First the words         Ore millen, six hundred and minety/our thousand, eight hundred         first the words         2.       Addition and Subtraction: mental methods         subtraction: mental methods         3       0.2         2.0       2.2         2.0       2.2         1.7 + 0.55 = 2.25	Veek.     Mathematical aspect     Non-negotiable end points Year 4.       1.     Number and place value: properties of place value for four-digit numbers. Knows the rules of rounding.       esources and policy documents:       Image: sources and	deek.       Mathematical aspect       Non-negotiable end points years.       Non-negotiable end points years.         1.       Number and place yalue: properties of place value, decimals.       Knows the roperties of place value for four- digit numbers. Knows the rules of rounding.       Knows the rules of rounding.       Knows decimal notation af the language associated with it for up to three decimal places.         esources and policy documents:       Image: the transmission of the transmission of the t	Veck     Mathematical aspect     Non-negotiable end points value, properties of place value, decimals.     Non-negotiable end points value, properties of place value, decimals.     Our recognise the place value of each digit in a four-digit uniter numbers. White numbers with up to 7 value, decimals.     Non-negotiable end points value, decimals.     Our recognise the place value of each digit in a four-digit uniter numbers. White numbers with up to 7 value, decimals.     To recognise the place value of each digit in a four-digit uniter numbers. White numbers with up to 7 value, decimals.     To recognise the place value of each digit in a four-digit uniter numbers.       ** To identify, represent and estimate numbers beyond 1000.     • To order and compare numbers beyond 1000.     • To order and compare numbers beyond 1000.       ** To identify, representations.     • To reduct any number is the nearest 10, 100 or 1000.     • To find 1000 more or less than a given number.       ** To identify, representations     • To request the unit is place.     • To find 1000 more or less than a given number.       ** To identify, representations     • To add and subtract numbers with up to four digits using the edition and subtraction two-step problems in and subtraction up to and including four- digit numbers.     • To add and subtract numbers with up to four digits using the edition and subtraction two-step aproblems in column and subtraction two-step aproblems in column and subtraction two-step aproblems in column and subtraction where appropriate.       2.     Addition and subtraction     • To add and subtraction two-step aproblems in column and subtraction two-step aproblems in column and subtraction two-step aproblems in colum includ





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				Count in 1000s e.g. <i>Know</i> 3475 + 2000 as 3475, 4475, 5475 Partitioning e.g. 746 + 40 e.g. 746 + 203 as 700 + 200 and 40 and 6 + 3 e.g. 134 + 707 as 100 + 700 and 30 and 4 + 7	
				Counting on Add 2-digit numbers to 2-, 3- and 4-digit numbers by adding the multiple of 10 then the 1s e.g. 167 + 55 as 167 + 50 (217) + 5 = 222 Add near multiples of 10, 100 and 1000 e.g. 467 + 199 e.g. 3462 + 2999 +200	
				400 467 500 600 666 667 700	
				Using number facts Number bonds to 10 and 100 and derived facts e.g. $100 - 76 = 24$ e.g. $1 - 0.6 = 0.4$ 0.4 0.4 0.4 0.4 0.4 0.4 0.4 0.4	
				Counting up Find a difference between two numbers by counting up from the smaller to the larger e.g. 506 – 387 e.g. 4000 – 2693	
				Taking awayUse place value to subtracte.g. 4748 - 40004.7	
3.	Addition and Subtraction: Written methods.	Knows efficient methods for addition and subtraction up to and including four- digit numbers.	Knows efficient written algorithms for addition and subtraction dependent on the numbers in the question.	<ul> <li>To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.</li> <li>To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> <li>To estimate and use inverse operations to check answers to a calculation.</li> </ul>	<ul> <li>To solve prob multiplication a</li> <li>Add whole nu methods (colur</li> <li>Subtract who methods (colur</li> <li>To solve add contexts, decic why.</li> </ul>
Links to resources and 4924 +3793	policy documents:	'4		Daniel buys a new laptop costing £1,265. He also buys a new mobile phone costing £492. What is the total cost? His friend, Paul, buys a smart watch for £342. How much money have they spent altogether? What is the missing four digit number?	Write <, > or = in $($ sentences correct 3,456 + 789 (
8717	- 249 536	8		Complete the missing numbers. 4 6 ???? +251 + 6395	2,829 + 1,901 ( 7,542 + 1,858 (
				789 8949	1,818 + 1,999 (

blems involving addition, subtraction, and division.

- umbers and decimals using formal written umnar addition).
- ole numbers and decimals using formal written umnar subtraction).
- dition and subtraction multi-step problems in
- ding which operations and methods to use and

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each of the circles to make the number
1,810 + 2,436
2,312 + 2,418
902 + 8,496
3,110 + 707
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Columnar addition 625 <u>+ 48</u> <u>_673</u> 1	Columnar subtraction Exchange from tens to ones, hundreds to tens 4 6 8			4578 - <u>3643</u>	
4.	Multiplication and division: Prime numbers, factors, mental methods.	Knows and applies table facts for recall of multiplication and division facts for multiplication tables up to 12 × 12.	Knows how to find factor pairs. Knows the definition of prime numbers and composite numbers.	<ul> <li>To recall multiplication facts for multiplication tables up to 12 × 12.</li> <li>To 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.</li> <li>To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which <i>n</i> objects are connected to <i>m objects</i>.</li> </ul>	<ul> <li>To identify m pairs of a numb</li> <li>To multiply and decimals by 10,</li> <li>To know and factors and com</li> <li>To establish w prime numbers</li> </ul>
Links to resources and Fill in the missing factor 1 × 3 × A prime number has exactly 2 f number can be divided by num whole number answer. Sort the numbers into the table 2 3 5 9 P Exactly 2 factors (1 and itself) More than 2 factors	policy documents: prs of 24 × 12 × actors, one and itself. A composite bers other than 1 and itself to give a 15 24 29 30 rime Composite	X         1         Z         3         4         5           1         1         2         3         4         5           2         2         4         6         8         10           3         3         4         8         12         15         20         25           6         6         12         15         20         25         3         4         30           7         7         14         21         28         35         8         8         16         24         30         45           9         9         18         27         36         45         5         10         10         20         30         40         50           10         10         20         30         40         50         11         11         22         34         45         50           11         11         22         36         48         60         50         50         50         50         50         50         50         50         50         50         50         50         50         50         50         50         50         50<	6         7         8         9         10         11         12           14         16         18         20         22         24           12         14         16         18         20         22         24           18         21         24         27         30         33         36           24         28         32         36         44         48           30         35         40         45         50         55         60           36         42         43         56         63         70         77         84           46         66         72         80         80         96         108         10         120           66         77         80         90         90         108         100         120         132         132           72         84         96         108         120         132         144         144	$a \times b = b \times a$ Example: $a \times b = b \times a$ Example: $a \times b = b \times a$ $a \times $	Fill in the Venr Where are the Factor F What are all the number together to get your t Target Num I, 2, 3, 4, 6
5.	Multiplication and division: written methods – short and long, estimation and remainders	Knows how to multiply/divide two- digit and three-digit numbers by one-digit numbers using expanded or formal written methods of short multiplication and division.	Knows the efficient written algorithms for long and short multiplication.	<ul> <li>To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which <i>n</i> objects are connected to <i>m objects</i>.</li> </ul>	<ul> <li>To solve prob where larger nu factors.</li> <li>To multiply an decimals by 10,</li> <li>To multiply nu number using a multiplication for</li> </ul>





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Links to resources and 492+4 = ? 4 4 1 2 3 4 1 2 3 4 1 0 0 0 1 2 3 4 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Puplis need to understand that the ID place value counter has been exchanged into b. 123 4 492	$186 \div 6 = 0 3$ $6 1 \frac{1}{8}$ $186 \div 6 = 0 3$ $6 1 \frac{1}{8}$ $3 \times 6 = 18$ $34$ $\frac{1}{272}$ $\frac{1}{680}$ $952$	1 5 1×6=6	$432 \times 10 = 4320$ $432 \times 10 = 4320$ $432 \times 10 = 4320$ $432 \times 10 =$	$2741 \times 6 \text{ become}$ $2 7 4 2$ $\times 6$ $1 6 4 4 6$ $4 2$ Answer: 16 446 $3 3 6$ $\times 2 6$ $2 0 3 4$ $6 7 8 6$ $8 8 1 4$
6.	Geometry: properties of shape, 2D and 3D	Knows how to describe and classify shapes using mathematical properties.	Knows the conventional markings for parallel lines and right angles.	<ul> <li>To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>To identify lines of symmetry in 2D shapes presented in different orientations.</li> <li>To complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>	<ul> <li>To distinguish on reasoning al</li> <li>To use the pr and find missin</li> <li>To identify 31 representations</li> </ul>
Links to resources and What is the nam What kind of sh Is it a regular Are there and Shape Faces Cuboid 6 Cuboid 6 Cone 1 Cylinder 2	A policy documents:         are of the shape?         hape is it and what are the properties of the shape?         on?         ar or irregular polygon?         sides are there?         ny parallel sideshow many pairs of parallel sides?         ny perpendicular sideshow many?         gies) Are there any obtuse or acute angles?         ny lines of symmetry how many?         12       8         0       1         0       0	Shape     Number of sid       Square     4       Rectangle     4       Triangle     3       Pentagon     5       Hexagon     6	esNumber of right anglesPairs of parallel lines4242100000	Scalene       Isosceles       Equilateral         Has a right angle       Not possible         No right angle       Not possible         3) Shade in parts of the grids to make patterns with given lines of symmetry.	parallelogram 2 pairs of equal sides Disgonally opposite angles are rectangle 2 pairs of equal parallel sides 2 pairs of equal parallel sides 4 right angles (90')
7.	Measurement: converting between units of measure	Knows how to multiply and divide to convert between units of measure.	Knows how to use place value, multiplication and division to convert between standard units.	<ul> <li>To convert between different units of measure (for example, kilometre to metre; hour to minute).</li> <li>To estimate, compare and calculate different measures, including money in pounds and pence;</li> </ul>	To convert bet kilometre and millimetre; kilo





Week.	Mathematical aspect	Non-negotiable end	Non-negotiable end points Year 5	Curriculum statements – Year 4.	
Links to resources and	policy documents:				Find the missing
Complete the conversion 1,000 mm = 1 m 5,000 mm = m 50,000 mm = m 500 mm = m 5,500 mm = m	IS. 1,000 ml = 1 l ml = 3 l 300 ml = l ml = 0.3 l			List in order, starting with the shortest distance. <b>5</b> km <b>5</b> km 400 m <b>5</b> $\frac{1}{2}$ km <b>500</b> m <b>5900</b> m The world best time for running a marathon is 2 hours 3 minutes and 23 seconds. How many seconds is this in total?	F Complete the r
	360 400 450 500 550 600 650 700	750 800 850 900 950 1000		Write in the missing numbers.	$\frac{1}{10}$ kilogram =
	Put arrows on the litre scale at 300ml 750ml 925ml			1.5  m = cm $1.5  km = m$	$7 \text{ kg} + \frac{1}{4} \text{ kg} = 0$
8.	Measurement: time	Knows how to read, write and convert time between analogue and digital 12- and 24-hour clocks.	Knows how to use all four operations involving time and money, including conversions.	<ul> <li>To read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>	• To solve prob time
Links to resources and C C C C C C C o'dock o'dock o'dock o'dock o' 1 a.m. 2 a.m. 3 a.m. 4 a.m. 5 a.m. 6 01.00 02:00 03:00 04:00 05:00 0 01.00 02:00 02:00 0 01.00 02:00 02:00 0 01.00 02:00 0 01.00 02:00 0 01.00 02:00 0 01.00 0 00	Image: policy documents:         Image: po	Convert the following times on these analysis is a set of the following times on the equal of the following times on the following times on the equal of the following titeration of the equal of the equal of th	ogue clocks to digital time.	Write the time       75 minutes after       1 hour and 50 minutes after         Image: Second s	If a car travelled 560 km in 8 i half an hour 0 km
9.	Fractions; Decimals	Knows how to write decimal equivalents of any number of tenths and hundredths	Knows decimal notation and the language associated with it for up to three decimal places.	<ul> <li>To recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>To 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 units, tenths and hundredths.</li> <li>To round decimals with one decimal place to the nearest whole number.</li> <li>To compare numbers with the same number of decimal places up to two decimal places.</li> </ul>	<ul> <li>To read, writ three decimal</li> <li>To round dec whole number</li> <li>To recognise tenths, hundre</li> <li>To solve prol places.</li> </ul>





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1 ten =	= ten ones	1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1     1     1       1     1     1     1 <td>1/10       1/10       1/10         in 1298.305 is worth 5 thousandths.       in 5865.290 is worth 2 tenths.         in 2999.059 is worth 5 hundredths.</td> <td>Complete the table.         Image       Words       Fraction       Decimal         Image       Image       Image       Image       Image         Image       Image       Image       Image       Image       Image         Image       Image       Image       Image       Image       Image       Image         Image       Image       Image       Image       Image       Image       Image       Image       Image       Image         Image       Image       Image       Image</td> <td>Place the numbers 3.115 3.11 Use the number nearest whole nu 3.2 </td>	1/10       1/10       1/10         in 1298.305 is worth 5 thousandths.       in 5865.290 is worth 2 tenths.         in 2999.059 is worth 5 hundredths.	Complete the table.         Image       Words       Fraction       Decimal         Image       Image       Image       Image       Image         Image       Image       Image       Image       Image       Image         Image       Image       Image       Image       Image       Image       Image         Image       Image       Image       Image       Image       Image       Image       Image       Image       Image         Image       Image       Image       Image	Place the numbers 3.115 3.11 Use the number nearest whole nu 3.2 
10.	Fractions: finding hundredths and families of common equivalents proper fractions, improper fractions and mixed numbers	Knows how to connect hundredths to tenths and place value and decimal measure. Knows how to connect tables knowledge to families of common equivalents.	Knows that when the numerator is larger than the denominator it is an improper fraction. Knows that an improper fraction is converted to a mixed number.	<ul> <li>To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</li> <li>To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>To recognise and show, using diagrams, families of common equivalent fractions.</li> </ul>	<ul> <li>To compare a multiples of the</li> <li>To identify, n fraction, repress hundredths.</li> <li>To recognise convert from o statements &gt; 1</li> </ul>
Inks to resources and         2         6         1 <td>policy documents: Whitney converusing cubes. She groups the 4 12 Use Whitney's r Use Whitney's r <math>14\frac{4}{5}</math> <math>14\frac{4}{5}</math> <math>14\frac{4}{5}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math> <math>14\frac{5}{8}</math></td> <td>ts the improper fraction <math>\frac{14}{5}</math> into a mixed r cubes into 5s, then has 4 left over. s the same as <math>\frac{10}{5}</math> is the same as as a mixed number is <math>\frac{10}{5}</math> method to convert <math>\frac{11}{3}, \frac{11}{4}, \frac{11}{5}</math> and <math>\frac{11}{6}</math></td> <td>umber</td> <td>How many fractions that are equivalent to one had can you see on the fraction wall? 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Week.	Mathematical aspect	Non-negotiable end points Year 4.	Non-negotiable end points Year 5.	Curriculum statements – Year 4.	
					$\frac{5}{5}$ is the sam $\frac{14}{5}$ as a mixe
11.	Geometry: Position and direction	Knows how to draw a pair of axes in one quadrant, with equal scales and integer labels. Knows how to read, write and use pairs of coordinates.	Knows how to describe a translation or reflection of a shape, including reference to the axes in the first quadrant.	<ul> <li>To describe positions on a 2D grid as coordinates in the first quadrant.</li> <li>To plot specified points and draw sides to complete a given polygon.</li> </ul>	<ul> <li>To identify, of following a reflored and language, and</li> </ul>
Links to resources and Object A is reflected in the mi Write the coordinates of the v	policy documents: irror line to give image B. ertices for each shape.			Describe the translation from: $ \begin{array}{c} \downarrow \\ \downarrow $	10 9 8 7 6 5 4 3 2 1 0 0 1 2 3 4 9 8 7 6 5 4 3 2 1 0 0 1 2 3 4 9 8 7 6 5 4 9 8 7 6 5 4 9 8 7 6 5 4 9 8 7 7 6 5 7 7 6 7 7 6 7 7 7 7 7 7 7 7 7 7 7 7 7
12.	Statistics: Discrete and continuous data	Knows how to correctly present data using appropriate graphical methods	Knows which representations of data are most appropriate and why.	<ul> <li>To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.</li> </ul>	<ul> <li>To complete, including timet</li> <li>To solve com information pro</li> </ul>





